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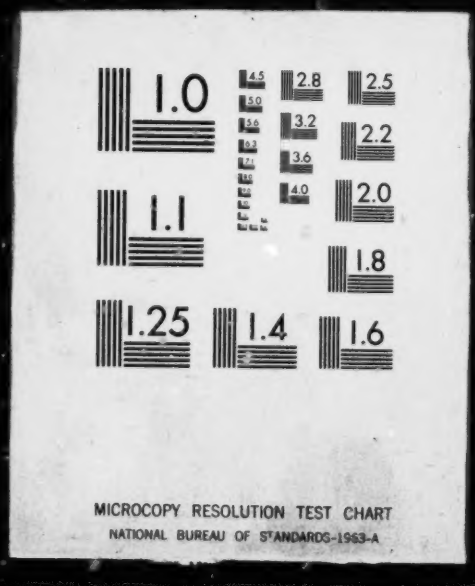

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ABSTRACT

The aim of the study was to discover a satisfactory predictor of residential mobility among inner city families in light of the effect which the high rate of student transfer has upon curriculum development, staff morale, and student scholastic achievement. The sample of 358 families was administered a questionnaire dealing with demography, mobility, perceptions of education, and continuous learning. Relationships between previous mobility and other variables were studied; previous mobility, present address, and respondent's estimate were examined as predictors of mobility. Findings show that, when predicting mobility over a one-year period: (1) opinions of people themselves as to whether they would move is not a reliable indicator of whether they actually do so; (2) used together, previous family mobility and its present accommodations give the best indication of whether the family will move within one year; and (3) predicting future mobility on the basis of past mobility and present accommodations will give different results for different ethnic groups. Extensive appendices are included. (Author/SES)

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PATTERNS OF PARENTAL MOBILITY IN AN INNER-CITY TORONTO SCHOOL

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October, 1967

This project was initiated by Dr. J. S. Murray, assisted by Mr. A. Cohen. The project was completed under the supervision of Dr. D. C. Hambleton.

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PATTERNS OF PARENTAL MOBILITY IN AN INNER-CITY TORONTO SCHOOL

INTRODUCTION

Duke of York Public School, located in downtown Toronto, was designated an experimental school in the Spring of 1965. This, it was hoped, would lead to the discovery of ways in which to cope with the problems commonly faced by inner-city schools.

The overall emphasis at Duke of York since then has been child-problem centered. Corporal punishment has been abolished; an attendance officer, a social worker, a school guidance officer and a vice-principal were added to the staff. Class size was reduced and educative innovations such as informal classroom grouping were encouraged. It was hoped that the experience gained by the Duke of York staff would help other schools within and beyond Metropolitan Toronto to serve children better.

However, it was soon noted that the high rate of mobility among the families of the students posed a serious obstacle to the evaluation of the experimental programme. Moreover, the high rate of student transfers was found to have implications for curriculum development, staff morale, and student scholastic achievement.

Social researchers have long been concerned with the effect of residential mobility on children. Much of their work, unfortunately, has been inconclusive.

Beach and Beach (1937) studied the children of migrant families in California. No significant difference was discovered between the I.Q. of these children and others from non-migrant families, although a slightly

higher rate of grade retardation and a slightly lower level of scholastic performance was noted among the children of the migrants.

Smith (1943), in his study of 851 college students, discovered a slight positive relationship between intelligence and residential mobility. This relationship, however, was not statistically significant.

Downie (1953), in his study of children in grades five through eight, found that there were no significant differences between the children from highly mobile families and those from non-mobile families in performance on the Otis Self-Administering Test of Mental Ability, Intermediate Form.

Kantor (1963), on the other hand, discovered that families who are mobile within a community have less well-adjusted children than do non-mobile families. However, it does not appear from this study that mobility and poor adjustment are related as cause and effect; other factors appear to be involved.

On the practical level, the difficulties associated with mobility are beginning to be given serious consideration. Nuhlicek (1967) reports the establishment of an orientation centre for migrants in Milwaukee which has led to noticeably better adjustment and scholastic performance among children of migrant families.

Several mobility studies have been undertaken in Metropolitan Toronto. Alan Baker of the Ontario Institute for Studies in Education conducted one study at Duke of York based on school records and other data. He found a strong positive relationship between the previous mobility of pupils and the proportion of grades failed. He also found that mobility rates are higher among the families of children in the lower grades; this had previously been noted by school personnel.

In a second study (unpublished), the Research Department of the Toronto Board of Education attempted to discover factors which would allow a reasonably accurate prediction of the children who would move in the near future. The data for this study were taken from the on-going Study of Achievement conducted by the Department; the predictors tested were based on a residential mobility study by two students of Dr. Ted Mann of the Sociology Department of York University. None of the variables investigated - occupation, type of accommodation, religion, language, birthplace, etc. - were useful predictors of mobility.

The Research Department next investigated the value of prior mobility as a predictor of future mobility. A strong positive relationship was found between the number of school transfers previously experienced by children and their mobility during the 1965-66 school year. This relationship, however, was not adequate for use as a predictor.

The aim of the present study is the discovery of a satisfactory predictor of mobility.

RESEARCH DESIGN AND PROCEDURE

The research instrument for this study is a questionnaire, reproduced in Appendix A. This questionnaire is divided into four sections, dealing respectively with demography, mobility, perceptions of education, and continuous learning.

The section on demography is designed to elicit from the respondent information regarding the birthplace, occupation, and educational level of himself and his spouse. This section further includes questions regarding the number of children in the respondent's home who are of pre-school age, the number of children attending Duke of York Public School, the number of children attending other schools, and the number of children no longer in school. The respondent is asked to list the total number of people living in his home and to name the language or languages spoken when no visitors are present.

The section on mobility has questions regarding the type of accommodation occupied by the respondent, the number of addresses at which he lived during the five years immediately preceding the survey, and his intentions of moving within a year of the survey. The respondent is requested to state his reason for moving (if he should do so), and to judge whether any move on his part during that year would be by his own choice or forced on him. Finally, he is asked to name the area into which he would next move.

The section dealing with respondent's perceptions of education includes items inquiring about his opinion of Duke of York Public School in general, as well as how he would rate the school compared to past

years and compared to other schools. He is asked to state how far he hopes his child will go in his education, and what kind of job he hopes the child will obtain after leaving school. He is also asked what level of education and what kind of job he really expects his child to obtain. He is requested, finally, to name three people with whom he frequently discusses his child's schooling.

The final section includes a number of questions about adult education. The respondent is asked whether he would like Duke of York Public School to be open for adult courses, and whether he would be able to attend such courses. In addition, he is asked what times would be most convenient for him to attend classes and what subjects he would like to study. This section was included both to pre-test questions for another study and to provide some specific information for the school principal.

The sample of 358 families was drawn from the files of the pupils at Duke of York Public School. Included in this sample are not only the biological parents of the children but also, in some cases, non-parental adults responsible for the children. The sample was then divided into four approximately equal parts, designated Waves A, B, C, and D. Wave A was used in the pre-testing programme.

After pre-testing was completed, the actual interviewing of the remaining parents began. Initially, interviewing was conducted by telephone: however, it was found that this method resulted in fewer completed interviews than had been anticipated. For this reason, it was decided to conduct face-to-face interviews in cases in which no contact was made after three telephone calls had been attempted. All such interviews were conducted during the summer vacation (1966).

Disposition of the Sample:

of the 358 families, 74 were used for pre-testing;

of the 284 interviews attempted, 158 were completed:

of the 223 telephone interviews attempted, 134 were completed;

of the 61 face-to-face interviews attempted, 24 were completed.

The 158 parent-interviews represent 319 students at Duke of York Public School and 92 students at other schools.

One year after the initial interviewing, school records were examined to determine which families had changed their addresses during this year. The data from this final check made it possible to test the value of individual variables and combinations of variables as predictors of mobility, so that a tentative prediction formula could be established.

RELATIONSHIPS BETWEEN PREVIOUS MOBILITY AND OTHER VARIABLES

This section deals with the relationships between the answers which respondents gave to certain items on the questionnaire and the previous mobility of these respondents. To classify respondents with respect to mobility, three categories have been established:

(1) the Stable group, including all those who lived at the same address during the five years immediately preceding the survey;

(2) the Mobile group, including those who lived at three or more addresses during that period; and,

(3) an Intermediate group, the members of which lived at two addresses.

Most of the relationships examined below are useful in distinguishing the Stable group from the other two. In these cases, the Intermediate and Mobile groups are combined into a single category, since no significant difference exists between them. In some cases, however, the Mobile group is distinguished from the rest of the population, and when this occurs, the Stable and Intermediate groups are joined. In two cases, each of three groups is sufficiently distinct from the other to be maintained as three separate categories. The results are thus presented in a manner which shows only areas of difference, and ignores areas of no difference.

Relationship Between Mobility And Demographic Variables

The answers to four of the demographic items on the questionnaire are significantly related to the previous mobility of the respondents. Three of these items relate to the respondent's ethnic background: the birthplace of the father in the respondent's family, the birthplace of the mother, and the language spoken in the respondent's home when no visitors are present. In all three cases, the data suggest that families in which both parents are

born in Canada, the United States, or the United Kingdom ("Anglo-Saxons"), or who speak English exclusively, are less likely to be in the Stable group than are families in which one or both parents are born elsewhere ("non-Anglo-Saxons"), or who also use a language other than English.

TABLE 1

RELATIONSHIP BETWEEN FATHER'S BIRTHPLACE AND THE NUMBER OF ADDRESSES AT WHICH THE RESPONDENT'S FAMILY LIVED DURING THE PAST FIVE YEARS

Number of Addresses	Father's Birthplace		Totals
	Canada, U.S., U.K.	Other	
One	27	30	57
Two or more	72	21	93
Totals	99	51	150

Chi-Square = 14.22 Level of significance <.001

TABLE 2

RELATIONSHIP BETWEEN MOTHER'S BIRTHPLACE AND THE NUMBER OF ADDRESSES AT WHICH THE RESPONDENT'S FAMILY HAS LIVED DURING THE PAST FIVE YEARS

Number of Addresses	Mother's Birthplace		Totals
	Canada, U.S., U.K.	Other	
One	31	27	58
Two or more	78	20	98
Totals	109	47	156

Chi-Square = 11.83 Level of significance <.001

TABLE 3

RELATIONSHIP BETWEEN THE LANGUAGE OR LANGUAGES SPOKEN AT HOME WHEN NO VISITORS ARE PRESENT AND THE NUMBER OF ADDRESSES AT WHICH THE RESPONDENT'S FAMILY HAS LIVED DURING THE PAST FIVE YEARS

Number of Addresses	Language Spoken		Totals
	English Only	Other	
One	27	31	58
Two or more	76	22	98
Totals	103	53	156

Chi-Square = 15.61 Level of significance <.001

At this point, caution should be used on two counts. First, the three ethnic factors - father's birthplace, mother's birthplace, and language spoken at home - are only useful in distinguishing the Stable group from the rest of the population. Secondly, ethnic origin is only shown here to be related to previous mobility. One might assume that because non-Anglo-Saxons moved relatively little in the past, they will continue to move little in the future. It will be shown in the next section that this is <u>not necessarily</u> the case.

As with the ethnic factors, the fourth demographic variable - the type of residence occupied by the respondent - only distinguishes the Stable from the other two.

TABLE 4

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND TYPE OF RESIDENCE

Number of Addresses During Last Five Years	Respondent's Residence			Totals
	Moss Park	Own Home	Other	
One	1	24	33	58
Two	21	6	22	49
Three or more	13	3	33	49
Totals	35	33	88	156

Chi-Square = 41.04 Level of significance <.001

This table shows a number of interesting and significant relationships. It suggests that a person who has lived at the same address for the last five years is not likely to live in Moss Park, and conversely, that people living in Moss Park are not likely to have lived there for five years. The people who have lived at two addresses are as likely to be living in Moss Park as they are to have other (e.g. rented) accommodations. The respondents who have lived at three or more addresses are likely to be in the "other" category. Homeowners have typically stayed at the same address for the past five years, whereas those in "other" accommodations are as likely to have lived at the same address for the past five years as they are to have lived at three or more addresses.

Again, caution is indicated. A negligible percentage of the Moss Park residents (3%) have lived there for the last five years, while the overwhelming majority of the homeowners (73%) have resided in their present home for that length of time. On this basis alone it might seem reasonable

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to conclude that home ownership is a good indicator that a given respondent will not move within the next year, while a resident in public housing is much more likely to move. This is not the case, as will be shown in the section following.

It may be urged that the relationship between type of residence and past mobility can be explained in terms of the ethnic composition of the residence categories. For example, it might be suggested that the reason so few residents in public housing are in the Stable category is that the overwhelming majority of the people in public housing are Anglo-Saxons, who are more likely to move regardless of the type of residence they occupy. However, there are slightly fewer Anglo-Saxons among Moss Park residents than in the sample as a whole, although this difference is not statistically significant.

TABLE 5

RELATIONSHIP BETWEEN PARENTS' BIRTHPLACE AND RESPONDENT'S RESIDENCE

Parents' Birthplace	Respondent's Residence		Totals
	Moss Park	Other	
Canada, U.S., U.K.	16	73	89
Other*	19	50	69
Totals	35	123	158

* Including all cases in which only one spouse was born outside of Canada, the U.S. and the U.K.

Chi-Square = 2.06 Not a significant relationship.

We have, therefore, no reason to believe that the relationship between residence and mobility is an expression of the relationship between ethnic origin and mobility.

Relationship Between Previous Mobility And Non-Demographic Variables

The answers to four of the items on the questionnaire relating to non-demographic variables are significantly related to the previous mobility of the respondents. One of these items deals with the respondent's social contacts - "Would you give me the first names of three people with whom you often talk about your child's school progress?"

TABLE 6

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND NUMBER OF PEOPLE NAMED WITH WHOM CHILD'S SCHOOL PROGRESS IS DISCUSSED

Number of Addresses	Number of People Named		Totals
	Two or Less	Three	
One	44	14	58
Two or more	48	48	96
Totals	92	62	154

Chi-Square = 10.05 Level of significance <.01

This result is somewhat surprising. It had been expected that greater geographical mobility would be related to less social contact; however, the above table indicates the opposite. Respondents in the Stable category are relatively unlikely to name three people with whom they frequently discuss their child's school progress; only about one-fourth (24%) did so, compared to fifty per cent of the respondents in the Intermediate and Mobile groups.

The remaining three non-demographic items which are significantly related to previous mobility all deal with the respondent's attitude toward educational institutions - "What do you think of Duke of York School?",

"Would you like to have the school open for adults on weekday evenings and weekends?" and "Would you be able to go to the school if it were open on weekday evenings and on weekends?"

TABLE 7

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND ATTITUDE TOWARD DUKE OF YORK SCHOOL

Number of Addresses	Respondent's Attitude		Totals
	Positive	Highly Positive or Not Positive	
One	32	24	56
Two or more	33	63	96
Totals	65	87	152

Chi-Square = 7.49 Level of significance <.01

This table is interesting in that the Mobile group differs from the other two only when the attitudes are grouped together as "Positive" on the one hand, and "Highly Positive or Not Positive" on the other. Respondents who have lived at one address for the past five years are unlikely to have an extreme ("Highly Positive or Not Positive") opinion: fewer than half (43%) do. Of those who have lived at two or more addresses, two-thirds (66%) have an attitude other than "Positive".

TABLE 8

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND ATTITUDE TOWARD EVENING SCHOOL

Number of Addresses	Attitude Toward Evening School		Totals
	Would Like Evening School	Would Not Like Evening School	
One or two	81	16	97
Three or more	45	--	45
Totals	126	16	142

Chi-Square = 8.37 Level of significance <.01

TABLE 9

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND ABILITY TO ATTEND EVENING SCHOOL

Number of Addresses	Ability to Attend School		Totals
	Able to Go	Unable to Go	
One	34	18	52
Two or more	76	12	88
Totals	110	30	140

Chi-Square = 8.54 Level of significance <.01

The two tables above, though similar in some ways, are nonetheless distinct in others. Table 8 shows that about one-sixth (16%) of the respondents who have lived at one or two addresses answered negatively to the question, "Would you like to have the school open for adults on weekday evenings and weekends?" None of the respondents who had lived at three or more addresses answered this question negatively. Table 9 shows that over two-thirds (69%) of the respondents who are able to go to night school have lived at two or

more addresses; three-fifths (60%) of those unable to go have lived at the same address for the past five years. It should be kept in mind that Table 8 distinguishes between respondents who have lived at one or two addresses on the one hand, and three or four on the other; Table 9 distinguishes between respondents who have lived at one address on the one hand, and two or more on the other.

A Non-Significant Relationship

Rather surprisingly, the answers to the question, "Do you think you might move within the next year?" bear no significant relationship to the previous mobility of the respondents. Those in the Mobile group are no more likely to believe that they will be moving than those in the Stable group.

TABLE 10

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND INTENTION TO MOVE WITHIN A YEAR

Number of Addresses	Intention to Move		Totals
	Yes, Might Move	No, Will Not Move	
One	11	36	47
Two	11	33	44
Three or more	11	29	40
Totals	33	98	131

Chi-Square = 0.1934 Not a significant relationship.

THE PREDICTION OF MOBILITY

From the outset, one of the main objectives of this study has been to discover a criterion which will allow school personnel to predict, with reasonable accuracy, whether a given family would move within one year. The initial request for such a predictor came from Duke of York Public School, located in downtown Toronto and experiencing the relatively heavy pupil turnover characteristic of schools in inner-city areas.

A predictor of mobility, it was realized, would be useful not only for administrative purposes, but would allow the school to establish a special programme for the children of families likely to move during the school year. Such a programme would be designed to ease the difficulties which a child encounters in transferring from one school to another. But it was realized also that, of necessity, any predictor would be based on a model of the actually existing social situation. A model rarely reflects the original in all respects; it was recognized that continued research would be necessary to improve its accuracy. Moreover, any social situation is dynamic, and with changing conditions a new model may be required.

Initially it was thought that the respondents' own estimates of whether they would move within one year might serve as a satisfactory predictor of whether they would actually do so. This, however, was not the case.

Respondents' Estimate as a Predictor of Mobility

Table 10 shows how the respondents answered the question, "Do you think you might move within a year?" One year after the survey, a simple check was made to determine which families did, in fact, move within that year and which were still living at the same address.

TABLE 11

RELATIONSHIP BETWEEN RESPONDENTS' PREDICTION OF MOBILITY AND ACTUAL MOBILITY

Predicted Mobility	Actual Mobility: Did Not Move Within Year	Actual Mobility: Moved	Totals
Respondents predicting that they would stay	70	28	98
Respondents predicting that they would move	15	18	33
Don't know, no answer	19	8	27
Totals	104	54	158

Chi-Square = 7.70 Level of significance <.05

As can be seen from the above table, a significant positive relationship exists between self-prediction of mobility and actual mobility. This relationship, however, is not sufficient to allow accurate prediction. In only 88 cases was the correct prediction made; this number represents only slightly more than half (56%) the entire sample of 158. More important yet in limiting the usefulness of self-prediction as a predictor is the fact that only one-third of the families that did move is correctly identified by this criterion.

Even if those who did not answer the question are grouped with the respondents who said that they might move, the accuracy of the prediction is still unsatisfactory.

TABLE 12

RELATIONSHIP BETWEEN RESPONDENTS' PREDICTION OF MOBILITY AND ACTUAL MOBILITY, WITH RESPONDENTS WHO DID NOT MAKE ANY PREDICTION CLASSIFIED AS PREDICTING THAT THEY WOULD MOVE

Predicted Mobility	Actual Mobility: Did Not Move Within Year	Actual Mobility: Moved	Totals
Respondents predicting that they would stay	70	28	98
Respondents predicting that they would move	34	26	60
Totals	104	54	158

Chi-Square = 3.60 Not statistically significant.

Interpreted as above, the criterion of self-prediction correctly identifies slightly less than half (48%) of those who do move. The overall correctness of predictions made by this criterion is about three-fifths (61%). The chi-square indicates that when those who did not answer are included with those who predicted that they would move, there is no significant relationship between predicted mobility and actual mobility.

Nor is a satisfactory predictor obtained when those who did not answer are included among those who predicted that they would not move.

TABLE 13

RELATIONSHIP BETWEEN RESPONDENTS' PREDICTIONS OF MOBILITY AND ACTUAL MOBILITY, WITH RESPONDENTS WHO DID NOT MAKE ANY PREDICTION CLASSIFIED AS PREDICTING THAT THEY WOULD NOT MOVE

Predicted Mobility	Actual Mobility		Totals
	Did Not Move Within Year	Moved	
Respondents predicting that they would stay	89	36	125
Respondents predicting that they would move	15	18	33
Totals	104	54	158

Chi-Square = 7.69 Level of significance <.01

In this case, there exists a significant relationship between predicted mobility and actual mobility. Over two-thirds of the predictions (68%) are correct. However, only one-third, of those who did move, is correctly identified by the prediction. Thus this predictor, like the other predictors based on the respondents' own prediction, is not very useful.

Tables 11, 12 and 13 have shown that although there is a statistically significant relationship between the respondents' own statement of whether they would move within one year and actual mobility, this relationship is not sufficient to allow accurate prediction. Tables 12 and 13 show that no matter how the respondents not making any prediction are classified, satisfactory prediction of mobility is still impossible by this method.

Previous Mobility and Present Address as a Predictor of Mobility

Initial analysis of the data led to two important conclusions - first, that the respondent's own prediction as to whether he would move within a year is not a satisfactory predictor of actual mobility, and second,

that no single variable for which data were available is a satisfactory predictor. The next step was to determine whether a combination of variables would be suitable for prediction.

The most useful combination proved to be the respondents' past mobility plus the type of accommodations he or she occupied at the time of the survey. It was found that in general -

(1) respondents who had lived at the same address for five years did not move within the year following the survey, and

(2) respondents who lived in public housing did not move within one year, except for those who said they would move.

Furthermore, it was found that a majority of those who had lived at neither one address for five years nor lived in public housing at the time of the survey did move within one year.

TABLE 14

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND PRESENT ACCOMMODATIONS, AND FUTURE MOBILITY

Predicted Mobility	Actual Mobility		Totals
	Moved Within One Year	Did Not Move	
Respondents living in public housing or living at one address for five years (Predict no move)	16	72	88
All other respondents (Predict move)	38	32	70
Totals	54	104	158

Chi-Square = 22.59 Level of significance <.001

The above table illustrates that there is a highly significant positive relationship between the prediction of mobility and actual mobility. Of 158 predictions, 110 (70%) are correct. Moreover, the prediction correctly identifies 70% of those who move within a year, although only slightly more than half of those for whom a move is predicted (54%) actually do move. By chance alone, only twenty-four of the seventy predicted moves (34%) should actually take place; and that would mean that fewer than half (44%) of the movers would be correctly identified.

One interesting aspect of this predictor is that it predicts differently for different ethnic groups.

TABLE 15

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND PRESENT ACCOMMODATIONS, AND FUTURE MOBILITY (INCLUDING ONLY RESPONDENTS BORN IN CANADA, THE U.K., OR THE U.S.)

Predicted Mobility	Actual Mobility		Totals
	Moved Within One Year	Did Not Move	
Respondents living in public housing or living at the same address for five years (Predict no move)	7	43	50
All other respondents (Predict move)	28	23	51
Totals	35	66	101

Chi-Square = 18.65 Level of significance <.001

TABLE 16

RELATIONSHIP BETWEEN PREVIOUS MOBILITY AND PRESENT ACCOMMODATIONS, AND FUTURE MOBILITY (INCLUDING ONLY RESPONDENTS BORN OUTSIDE OF CANADA, THE U.K., AND THE U.S.)

Predicted Mobility	Actual Mobility		Totals
	Moved Within One Year	Did Not Move	
Respondents living in public housing or living at the same address for five years (Predict no move)	9	30	39
All other respondents (Predict move)	10	8	18
Totals	19	38	57

Chi-Square = 5.85 Level of significance <.05

For both the Anglo-Saxons and the non-Anglo-Saxons, the predictor is correct in 70% of the cases. The relationships between predicted mobility and actual mobility, however, have different levels of significance in the two cases. One reason for this difference is that the group on non-Anglo-Saxons is smaller, and there is, therefore, a greater probability that the relationship is due to chance alone. A second reason is that the prediction error, which with either group amounts to 30%, is distributed differently. In predicting the mobility of Anglo-Saxons, there are few false predictions in the group which is predicted to stay; fewer that one-quarter of the total error (23%) occurs here. Rather, the preponderance of the error occurs when people are predicted to move. Almost half of those for whom moves are predicted fail to do so; this group accounts for 77% of the mis-predictions.

Among the non-Anglo-Saxons, about half the error (53%) occurs among those who are predicted to stay, but who then move. The balance of the error (47%) occurs in predicting, falsely, that people will move. A possible explanation for the difference between Anglo-Saxons and non-Anglo-Saxons is found in the fact that an unusually high percentage of the latter group moved during the year following the survey. In the past, non-Anglo-Saxons had been relatively stable: only 28% had lived at three or more addresses during the five years preceding the survey. One-third of the non-Anglo-Saxons moved in the year following the survey.

SUMMARY AND CONCLUSIONS

The chief findings of this report with respect to the past mobility of the respondents are as follows:

(1) Mobility patterns appear to be related to ethnic background. Among native Canadians or those who came to Canada from the United States or the United Kingdom, mobility rates are higher than among those who came to Canada from other countries (Tables 1, 2, and 3).

(2) People who live in public housing and people who live in apartments are more likely to have a history of having moved in the past five years than are people who own their homes (Table 4).

(3) The relationships in (1) and (2) above are independent of each other (Table 5).

(4) People who have more social contact, as measured by the number of people named with whom the child's school progress is discussed, are more likely to have a history of having moved within the past five years than are people with less social contact (Table 6).

(5) People who have a highly positive or non-positive attitude toward Duke of York Public School are more likely to have a history of having moved in the past five years than are those whose attitude is rated as "Positive" (Table 7).

(6) People who would like Duke of York Public School to be open for adult classes are more likely to have lived at three or more addresses during the past five years than are people who would not like the school to be used for that purpose (Table 8). People who state that they would be able to attend adult evening classes are more likely to have moved at least once during the past five years than are people who state they would not be able to attend classes (Table 9).

(7) People who have lived at the same address for the past five years, people who have lived at two addresses, and people who have lived at three or more addresses are all about equally likely to predict that they will move within one year (Table 10).

With respect to predicting mobility over a one-year period, the following are the chief findings of this report:

(1) The opinions of the people themselves as to whether they would move is not a reliable indicator of whether they actually do so (Tables 11, 12 and 13).

(2) Used together, the previous mobility of a family and its present accommodations give the best indication of whether that family will move within one year (Table 14). This refers only to change of address, and not necessarily to a change of school. Families which have lived at one address for five years are unlikely to move; similarly, families in public housing are unlikely to move. Of the remaining families, over half (54%) do move.

This, of course, means that almost half (46%) of those who were predicted to move according to the criterion of past mobility/present accommodations fail to do so. This rather high rate is explained by the fact that the predictor is based on characteristics associated with stability. Over four-fifths (82%) of those who have one of the characteristics in question (five years continuous residence or accommodations in public housing) do not move; only about half of those who lack both characteristics do move. In other words, the presence of either characteristic is a good indicator of continued stability; the absence of both is not quite as good an indicator of future mobility.

As was pointed out, only about half of those who are <u>predicted</u> to move actually <u>do</u> so. This however is not a fatal objection to the use of the predictor. <u>The goal here is to identify as many of the future movers as is possible</u>; to attain this goal, a certain overprediction of the number of mobile families can be borne. Predicting of too many families that they will move is an error which administrators can afford to make, provided that those who do move are accurately identified and overprediction is kept within reasonable limits.

(3) Predicting future mobility on the basis of past mobility and present accommodations will give different results for different ethnic groups (Tables 15 and 16). Although the overall rate of correct predictions is the same for those who were born in Canada, the United States, or the United Kingdom as it is for those born elsewhere, the error is distributed differently in the case of the Anglo-Saxons than it is with the non-Anglo-Saxons.

A formula for the application of these findings is presented in Appendix C. Clearly, more research is needed before any conclusions can be drawn regarding the ethnic specificity of the predictor. Possibly the large proportion of non-Anglo-Saxon movers, and the resulting inaccuracy in predicting who these movers would be, can be explained solely in terms of chance variation in the number of moves from year to year. Possibly also, the large proportion of non-Anglo-Saxon movers is the result of an event or situation which occurred only during the year in question, and which will not be repeated in the future. Again, it could be that high non-Anglo-Saxon mobility during this year reflects a change in the mobility pattern among new Canadians.

This illustrates what was said above (P. 16) that the predictor is a model, that more research is needed to perfect the model, and that changing social conditions may require a new model.

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APPENDIX A - RESULTS OF THE SURVEY

This appendix presents an analysis of the respondents' answers to the interviewer. Where appropriate, the data for the male and female parents are given separately. In some cases, two or more items on the questionnaire are combined. In all cases, the various responses to each question are given both as absolute numbers and as percentages of the entire sample of 158 households.

1. "WHERE WERE YOU BORN?"

	Fathers		Mothers	
Canada, U.S., U.K.	98	(62%)	111	(70%)
Other	52	(33%)	47	(30%)
No Answer or Question Not Applicable	8	(5%)	---	---
Total	158	(100%)	158	(100%)

2. "WHAT IS YOUR PRESENT OCCUPATION?"

	Fathers		Mothers	
Professional, Skilled	30	(19%)	15	(9%)
Semi-Skilled, Unskilled	88	(56%)	17	(11%)
Housewife	---	---	113	(72%)
No Answer or Question Not Applicable	40	(25%)	13	(8%)
Total	158	(100%)	158	(100%)

3. "WHAT WAS THE LAST GRADE IN SCHOOL THAT YOU COMPLETED?"

	Fathers		Mothers	
Public School, Incomplete	41	(26%)	49	(31%)
Public School, Complete	35	(22%)	52	(33%)
Some High School or More	49	(31%)	53	(34%)
No Answer or Question Not Applicable	33	(21%)	4	(3%)
Total	158	(100%)	158	(101%)*

* Rounding Error

The three educational categories in the above table represent three different levels of academic achievement. Although it has been impossible to give a precise definition to these levels, they do constitute an ordered sequence.

4. "HOW MANY CHILDREN IN YOUR HOME ATTENDED DUKE OF YORK SCHOOL LAST YEAR?"
"HOW MANY CHILDREN IN YOUR HOME ATTENDED SCHOOLS (FULL TIME) OTHER THAN DUKE OF YORK LAST YEAR?"
"HOW MANY CHILDREN FROM YOUR HOME HAVE FINISHED SCHOOL (NO LONGER ATTEND FULL TIME)?"

Children Not Yet Attending School	110
Children Attending Duke of York in 1965-66	319
Children Attending Other Schools in 1965-66	92
Children Finished School	55
Total Number of Children Among 158 Respondents	576

The 158 respondents had a total of 576 children. Of these children, more than one-half attended Duke of York Public School during the 1965-66 school year.

The average number of children per family is 3.6.

5. "HOW MANY PEOPLE (ADULTS AND CHILDREN) LIVE IN YOUR HOME?"

Four or Less	45	(28%)
Five or Six	54	(34%)
Seven or More	57	(36%)
No Answer	2	(1%)
Total	158	(99%)*

* Rounding Error

6. "WHAT LANGUAGES ARE SPOKEN IN YOUR HOME WHEN VISITORS ARE NOT PRESENT?"

English Only	105	(66%)
Other Languages Also Spoken	53	(34%)
Total	158	(100%)

7. "WHERE DO YOU LIVE?"

Moss Park	36	(23%)
Own Home	33	(21%)
Other	89	(56%)
Total	158	(100%)

8. "AT HOW MANY ADDRESSES HAVE YOU LIVED DURING THE PAST FIVE YEARS?"

One	58	(37%)
Two	49	(31%)
Three or More	49	(31%)
No Answer	2	(1%)
Total	158	(100%)

9. "DO YOU THINK YOU MIGHT MOVE WITHIN THE NEXT YEAR?"

Yes, Will Move	33	(21%)
No, Will Not Move	98	(62%)
Don't Know	27	(17%)
Total	158	(100%)

10. "WILL IT BE MAINLY <u>YOUR</u> CHOICE?"

Forced	35	(22%)
Optional	95	(60%)
No Answer	28	(18%)
Total	158	(100%)

11. "IF YOU DO MOVE, WHERE WILL YOU LIKELY MOVE TO?"

Downtown	44	(28%)
Metro Toronto, Not Downtown	51	(32%)
Outside of Toronto	27	(17%)
No Answer	36	(23%)
Total	158	(100%)

12. "WHAT DO YOU THINK ABOUT DUKE OF YORK SCHOOL?"

Highly Positive	66	(42%)
Positive	65	(41%)
Not Positive	23	(15%)
No Answer	4	(3%)
Total	158	(101%)*

13. "THIS PAST YEAR, HOW HAS DUKE OF YORK COMPARED WITH THE SCHOOL OF PREVIOUS YEARS?"

Better	71	(45%)
Not Better	21	(13%)
Don't Know, No Answer	66	(42%)
Total	158	(100%)

14. "HOW HAS DUKE OF YORK COMPARED WITH OTHER SCHOOLS DURING THE PAST YEAR?"

Better	51	(32%)
Not Better	23	(15%)
Don't Know, No Answer	84	(53%)
Total	158	(100%)

15. "HOW FAR DO YOU HOPE YOUR CHILD WILL GO IN SCHOOL?"

Grade 12 or Less	23	(15%)
Grade 13	42	(27%)
University	61	(39%)
No Answer	32	(20%)
Total	158	(101%)*

16. "HOW FAR DO YOU REALLY EXPECT YOUR CHILD WILL GO IN SCHOOL?"

Grade 12 or Less	35	(22%)
Grade 13	28	(18%)
University	42	(27%)
No Answer	53	(34%)
Total	158	(101%)*

* Rounding Error

17. "WHAT KIND OF A JOB DO YOU HOPE YOUR CHILD WILL GET WHEN HE LEAVES SCHOOL?"

Professional	55	(35%)
Other	38	(24%)
No Answer	65	(41%)
Total	158	(100%)

18. "WHAT KIND OF A JOB DO YOU REALLY EXPECT YOUR CHILD WILL GET WHEN HE LEAVES SCHOOL?"

Professional	33	(21%)
Other	33	(21%)
No Answer	92	(58%)
Total	158	(100%)

19. "WOULD YOU GIVE ME THE FIRST NAME OF THREE PEOPLE WITH WHOM YOU OFTEN TALK ABOUT YOUR CHILD'S SCHOOL PROGRESS?"

Named No One	33	(21%)
Named One or Two Persons	62	(39%)
Named Three Persons	63	(40%)
Total	158	(100%)

20. "WOULD YOU LIKE TO HAVE THE SCHOOL (DUKE OF YORK) OPEN FOR ADULTS ON WEEKDAY EVENINGS AND WEEKENDS?"

Yes, Would Like School Open	128	(81%)
No	16	(10%)
No Answer	14	(9%)
Total	158	(100%)

The overwhelming majority of the respondents - almost nine-tenths - said that they would like the school to be used for adult education; only one-tenth said that they did not have that wish. This confirms the results of another study undertaken by the Research Department, published under the title, "Adult Education in Toronto: A Situation Report" (1967).

21. "WOULD YOU BE ABLE TO GO TO THE SCHOOL, IF IT WERE OPEN WEEKDAY EVENINGS AND ON WEEKENDS?"

Yes, Would Be Able To Go	112	(71%)
Would Not Be Able To Go	30	(19%)
No Answer	16	(10%)
Total	158	(100%)

APPENDIX B OTHER SIGNIFICANT RELATIONSHIPS

Included in this appendix are a number of statistically significant relationships found in the interview data (Appendix A). In some cases, there is no clear theoretical basis for examining the relationship; therefore, caution should be used in interpreting the tables or in drawing conclusions. These tables are included only for the reader's interest.

TABLE I

RELATIONSHIP BETWEEN MOTHER'S BIRTHPLACE AND THE TYPE OF JOB THE RESPONDENT HOPES HIS CHILD WILL GET WHEN LEAVING SCHOOL

Mother's Birthplace	Job Hoped For		Totals
	Professional	Other	
Canada, U.S., U.K.	39	35	74
Other	16	3	19
Totals	55	38	93

Chi-Square = 6.21 Level of significance <.05

This table shows that respondents representing families in which the mothers were born outside of Canada, the United States, or the United Kingdom are significantly more likely to hope their child will obtain a professional job upon leaving school than are respondents representing families in which the mother was born in one of the Anglo-Saxon countries. Eighty-four per cent of the former, compared to fifty-three per cent of the latter, hope their child will obtain a professional position.

TABLE II

RELATIONSHIP BETWEEN MOTHER'S BIRTHPLACE AND THE TYPE OF JOB THE RESPONDENT EXPECTS HIS CHILD TO GET WHEN LEAVING SCHOOL

Mother's Birthplace	Job Expected		Totals
	Professional	Other	
Canada, U.S., U.K.	19	30	49
Other	14	3	17
Totals	33	33	66

Chi-Square = 9.59 Level of significance <.01

Less than two-fifths (39%) of the respondents from families with mothers born in Canada, the United States, or the United Kingdom expected their children to obtain professional jobs after leaving school. More than four-fifths of the respondents from families with mothers who are native to other countries had these expectations.

There is, then, a positive, significant relationship between the birthplace of the mother in the respondent's household and both the respondent's hopes and expectations for his child's occupational future.

TABLE III

RELATIONSHIP BETWEEN MOTHER'S BIRTHPLACE AND THE NUMBER OF PEOPLE WITH WHOM THE RESPONDENT DISCUSSED HIS CHILD'S SCHOOL PROGRESS

Mother's Birthplace	Number of People Talked To			Totals
	None	One or Two	Three	
Canada, U.S., U.K.	17	42	50	109
Other	14	20	13	47
Totals	31	62	63	156

Chi-Square = 6.16 Level of significance <.05

Forty-six per cent of the respondents from families with mothers born in Canada, the United States, or the United Kingdom named three people with whom they discussed their child's progress in school. Only twenty-eight per cent of the respondents from families with mothers born elsewhere gave three names. Conversely, only sixteen per cent of the respondents from families with mothers native to the United Kingdom, Canada, or the United States named no one, compared to twenty-eight per cent of respondents from families with mothers born in another country.

Thus, taking the number of people with whom the respondent discusses his child's schooling as a criterion, respondents representing families in which the mother is Anglo-Saxon have significantly more social contact than respondents from families in which the mother is non-Anglo-Saxon.

TABLE IV

RELATIONSHIP BETWEEN MOTHER'S BIRTHPLACE AND CHOICE OF MOVING

Mother's Birthplace	Choice of Moving		Totals
	Forced	Optional	
Canada, U.S., U.K.	30	65	95
Other	5	30	35
Totals	35	95	130

Chi-Square = 3.89 Level of significance <.05

Almost one-third (32%) of the respondents from families with mothers born in Canada, the United States, or the United Kingdom felt that if they were to move within a year of the survey, it would be because they were forced to do so; less than half that proportion (14%) of the respondents from families with mothers born elsewhere thought this.

Thus, respondents from families in which the mother is of Anglo-Saxon origin are significantly more likely to believe that their next move will be forced than are respondents from families in which the mother is non-Anglo-Saxon.

TABLE V

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND THE NUMBER OF PEOPLE LIVING IN RESPONDENT'S HOME

Mother's Education	Number of People Living in Home			Totals
	Four and Under	Five or Six	Seven or More	
Public School Incomplete	10	17	21	48
Public School Complete	18	11	22	51
Some High School	17	24	12	53
Totals	45	52	55	152

Chi-Square = 10.34 Level of significance <.05

Forty-four per cent of the respondents from families with mothers who had not completed public school reported that seven or more people lived in their home. Only twenty-three per cent of the respondents from families in which the mother had some high school reported seven or more residents. Less well-educated mothers are significantly more likely to live in homes with seven or more residents than are mothers with at least some high school.

TABLE VI

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND RESPONDENT'S HOPES FOR CHILD'S EDUCATION

Mother's Education	Respondent's Hopes			Totals
	Grade 12 or Less	Grade 13	University	
Public School Incomplete	11	14	11	36
Public School Complete	9	17	17	43
Some High School	3	10	31	44
Totals	23	41	59	123

Chi-Square = 16.01 Level of significance <.01

Respondents from families in which the mother had little formal education were significantly less hopeful for their child's education than were respondents from families in which the mother had gone to high school. Among the former, as many hoped that their child would complete Grade 12 or less as hoped that their child would attend a university (31% in each case). Among the latter, only seven per cent hoped for a Grade 12 education or less for their child; over seven-tenths hoped their child would go on to a university.

TABLE VII

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND THE RESPONDENT'S HOPES FOR THE CHILD'S OCCUPATION

Mother's Education	Respondent's Hopes		Totals
	Professional	Other	
Public School Incomplete	7	16	23
Public School Complete	21	11	32
Some High School	26	11	37
Totals	54	38	92

Chi-Square = 10.26 Level of significance <.01

Among the respondents from families in which the mother had not completed public school, thirty per cent hoped the child would obtain a professional position after leaving school, while seventy per cent hoped their child would obtain some other work. Among respondents from families in which the mother had attended high school, these proportions were almost exactly reversed. This indicates a significant relationship between the mother's level of education and the hopes which she or her husband have for their child's occupational future; respondents from families with better-educated mothers tend to have higher hopes for their child's occupation than those from families with less well-educated mothers.

TABLE VIII

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND THE RESPONDENT'S EXPECTATIONS FOR THE CHILD'S OCCUPATION

Mother's Education	Respondent's Expectations		Totals
	Professional	Other	
Public School Incomplete	4	13	17
Public School Complete	13	6	19
Some High School	15	14	29
Totals	32	33	65

Chi-Square = 7.36 Level of significance <.05

Fewer than one-quarter (24%) of the respondents from families in which the mother had not completed public school said that they expect their child to obtain a professional position after leaving school. More than half of the respondents from families in which the mother had attended high school expected a professional position for their child. There is, then, a significant relationship between the mother's education and the expectations which she or her husband have for the child's professional future; respondents from families in which the mother has at least some high school education tend to have higher expectations of their children with respect to future occupation than respondents from families with less well-educated mothers.

TABLE IX

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND THE NUMBER OF PEOPLE WITH WHOM THE RESPONDENT DISCUSSES THE CHILD'S SCHOOL PROGRESS

Mother's Education	Number of People			Totals
	None	One or Two	Three	
Public School Incomplete	18	18	13	49
Public School Complete	5	20	25	50
Some High School	7	23	23	53
Totals	30	61	61	152

Chi-Square = 14.61 Level of significance <.01

More than one-third (37%) of the respondents from families in which the mother did not complete public school did not name anyone with whom he (the respondent) frequently discussed the child's school progress. Only about one-eighth of the respondents from families in which the mother had attended high school named no one. Twenty-seven per cent of the former respondents gave three names; however, forty-three per cent of the latter group did so. Respondents from families in which the mother attended high school are more likely to name three people with whom they discuss their children than are respondents from families in which the mother attained a lower level of education.

TABLE X

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND RESPONDENT'S ABILITY TO ATTEND ADULT EVENING CLASSES AT DUKE OF YORK PUBLIC SCHOOL

Mother's Education	Ability to Attend Classes		Totals
	Yes	No	
Public School Incomplete	29	16	45
Public School Complete	39	9	48
Some High School	42	5	47
Totals	110	30	140

Chi-Square = 8.79 Level of significance $<.05$

More than one-third (36%) of the respondents from families in which the mother had not completed public school stated that they would be unable to take adult night courses at the school if such courses were offered. Only about one-tenth (11%) of respondents from families in which the mother had attended high school said that they would be unable to attend. This indicates a significant positive relationship between the mother's educational level and the (self-perceived) ability of the father or mother to attend adult evening courses.

TABLE XI

RELATIONSHIP BETWEEN MOTHER'S EDUCATION AND RESPONDENT'S RESIDENCE

Mother's Education	Type of Residence			Totals
	Moss Park	Own Home	Other	
Public School Incomplete	4	12	33	49
Public School Complete	11	11	30	52
Some High School	21	10	22	53
Totals	36	33	85	154

Chi-Square = 14.32 Level of significance <.01

Among the respondents from families in which the mother had not completed public school, fewer than one-tenth (8%) lived in public housing, while over two-thirds (67%) had "other" (e.g. rented) accommodations. Among respondents from families in which the mother had attended high school, many more lived in public housing and fewer in "other" accommodations (40% and 42% respectively).

TABLE XII

RELATIONSHIP BETWEEN NUMBER OF PEOPLE SPOKEN TO ABOUT CHILD'S SCHOOL PROGRESS AND LANGUAGE SPOKEN AT HOME

Number of People Talked To	Language Spoken		Totals
	English Only	Not Only English	
None	16	15	31
One or Two	39	23	62
Three	49	14	63
Totals	104	52	156

Chi-Square = 7.06 Level of significance <.05

Among respondents who spoke only English in their home, only fifteen per cent named no one, and almost half named three persons, to whom they talked about their child's school progress. Among respondents from families where another language was spoken, either exclusively or in addition to English, the percentages are 29% and 27% respectively. Parents in English speaking families are significantly more likely to discuss their child's school progress with a number of others.

TABLE XIII

RELATIONSHIP BETWEEN RESPONDENT'S HOPES AND EXPECTATIONS FOR CHILD'S EDUCATIONAL FUTURE

Respondent's Hopes	Respondent's Expectations			Totals
	Grade 12 or Less	Grade 13	University	
Grade 12 or Less	14	1	1	16
Grade 13	7	21	2	30
University	7	5	37	49
Totals	28	27	40	95

Chi-Square = 76.05 Level of significance <.01

The meaning of the above table is evident: generally, parents expect that their hopes for their child's education will be fulfilled. Hopes and expectations coincided in over three-quarters (76%) of the cases.

TABLE XIV

RELATIONSHIP BETWEEN HOPES FOR CHILD'S EDUCATION AND HOPES FOR CHILD'S OCCUPATION

Education Hoped For	Job Hoped For		Totals
	Professional	Other	
Grade 12 or Less	5	8	13
Grade 13	7	19	26
University	36	6	42
Totals	48	33	81

Chi-Square = 25.76 Level of significance <.01

TABLE XV

RELATIONSHIP BETWEEN HOPES FOR CHILD'S EDUCATION AND EXPECTATIONS FOR CHILD'S OCCUPATION

Education Hoped For	Job Expected		Totals
	Professional	Other	
Grade 12 or Less	2	8	10
Grade 13	5	12	17
University	23	10	33
Totals	30	30	60

Chi-Square = 11.60 Level of significance <.01

TABLE XVI

RELATIONSHIP BETWEEN EXPECTATIONS FOR CHILD'S EDUCATION AND HOPES FOR CHILD'S OCCUPATION

Education Expected	Job Hoped For		Totals
	Professional	Other	
Grade 12 or Less	11	13	24
Grade 13	6	13	19
University	27	2	29
Totals	44	28	72

Chi-Square = 21.82 Level of significance <.01

TABLE XVII

RELATIONSHIP BETWEEN EXPECTATIONS FOR CHILD'S EDUCATION AND EXPECTATIONS FOR CHILD'S OCCUPATION

Education Expected	Job Expected		Totals
	Professional	Other	
Grade 12 or Less	3	9	12
Grade 13	3	8	11
University	21	5	26
Totals	27	22	49

Chi-Square = 14.76 Level of significance <.01

TABLE XVIII

RELATIONSHIP BETWEEN HOPES FOR CHILD'S OCCUPATION AND EXPECTATIONS FOR CHILD'S OCCUPATION

Job Hoped For	Job Expected		Totals
	Professional	Other	
Professional	30	6	36
Other	--	24	24
Totals	30	30	60

Chi-Square = 40.00 Level of significance <.01

The above five tables illustrate, not surprisingly, a strong positive relationship between the following: the education which the respondent hopes his child will attain and the occupation he hopes the child will obtain (Table XIV); the education which the respondent hopes his child will attain and the occupation he expects for the child (Table XV); the education which the respondent expects

for his child and the occupation he hopes the child will obtain (Table XVI); the education which the respondent expects for his child and the occupation he expects his child to obtain (Table XVII); and the occupation which the respondent hopes his child will obtain and the occupation he expects the child to obtain (Table XVIII). In summary parents' hopes and expectations for their child's occupation and education are similar.

APPENDIX C - APPLICATION OF FINDINGS

The findings of this report are of use to those school administrators who would like to determine, with some reliability, which of the children who enrol at the beginning of the school year will still live at the same address one year later. To attain this end, it is recommended that the parents be asked to complete the following brief questionnaire when the child enrols:

1. Have you lived at your present address during the past five years?

   Yes No

2. Do you now live in public housing?

   Yes No

3. Were you and your spouse <u>both</u> born in an English-speaking country?

   Yes No

After the questionnaire has been completed by the parents and returned to the school, the parents should be divided into two groups:

<u>GROUP A</u> - this group includes all those who answered "No" to <u>both</u> questions (1) and (2). <u>About seventy per cent of those families who are going to move will be in Group A</u>. However, only slightly over half of the members of Group A are going to move.

<u>GROUP B</u> - this group includes all those who answered "Yes" to <u>either</u> questions (1) or (2), or to <u>both</u> of them. Group B includes only about thirty per cent of those families who are going to move.

The prediction, then, is that families in Group A will move, and that families in Group B will not move.

Among the survey-population, almost nine-tenths (89%) of those who moved left the school district.

Question 3 has no direct bearing on the prediction of mobility. It has been included to provide additional information regarding the differences between the mobility patterns of families in which both parents are natives of an Anglo-Saxon country and families in which one or both parents are natives of a non-Anglo-Saxon country.